

Combee Elementary School



2014-15 School Improvement Plan

Combee Elementary School

2805 MORGAN COMBEE RD, Lakeland, FL 33801

<http://schools.polk-fl.net/combeeel>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
52%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | F | D | C | C |

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Priority | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Combee Elementary all students are special and will have success as they learn and grow into responsible, contributing members of a diverse society.

Provide the school's vision statement

The vision of Combee Elementary is to approach the whole child in a compassionate, safe, and progressive learning environment, where all children are able to reach their maximum potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers were given the opportunity, before the school year began, of a field trip in order to observe and reflect upon our students' economic living conditions. Throughout the year the following will take place in order to build stronger relationships:

- Mentoring program (check-in, check out system)
- Parent nights (events to encourage literacy and relationships amongst the school and families)
- Conferences (teacher/parent, teacher/student)
- Book Study (Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It by Eric Jenson)

Describe how the school creates an environment where students feel safe and respected before, during and after school

Staff is on campus greeting students as they enter and leave each day, to encourage a family-type atmosphere where our students come first.

A bullying program is taught and is consistently enforced throughout the year. Students are aware and encouraged to take appropriate steps when they feel unsafe.

Social skills are taught and modeled throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Combee Elementary is a Positive Behavior Support school. Clear, school-wide and classroom expectations and rules are given to the staff and taught to the students.

Teachers are to use a Teacher or Office managed incident flow chart to follow the steps of progressive discipline. This is used to minimize the amount of time a student spends out of the classroom for behavioral incidents.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A mentoring program has been established for our students with greatest need by assisting them in receiving support and guidance from a mentor and to improve the academic achievement of those children. Teachers meet with these students on a regular basis to build relationships and encourage

academic and behavioral success.

If a staff member observes behaviors that need more intensive support, guidance referrals are sent to the counselor to intervene and help determine interventions and supports for the student.

Social skills are taught and modeled at the beginning of the school year and revisited in support of their social and emotional needs throughout the year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Polk County Schools sends an Early Warning system report on a routine basis for the 2014-15 school year. The report is used to track students with attendance, alert over-age students and identify suspensions. In addition, a failing report for grades is pulled every interim and quarter period. From the information provided by Early Warning Reports and Pinnacle, our school uses this information to provide support and implement an action plan for either the subgroup, target group, or individual student.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 20 | 27 | 17 | 21 | 63 | 21 | 169 |
| One or more suspensions | 29 | 47 | 28 | 88 | 63 | 119 | 374 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 57 | 35 | 48 | 140 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Attendance meetings (school social worker, attendance manager, parents)
- Home visits made by school social worker
- Phone calls to parents
- Referral to PST team as needed
- Parent conferences

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200772>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Combee Elementary holds an annual community/business partner and volunteer meeting to discuss the needs of the school and our students. Invitations are sent to surrounding businesses and approved volunteers to encourage the community to collaborate with us to ensure success.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|--------------------|---------------------|
| Farrens, Tammy | Principal |
| Patterson, LaSabra | Assistant Principal |
| Wilkerson, Jihan | Guidance Counselor |
| Cox, Kristi | Other |
| Bargeron, Lori | Other |
| Hallock, Rebecca | Other |
| Cantrell, Amanda | Instructional Coach |
| Radomski, Anne | Instructional Coach |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Provides a common vision for school wide literacy and mathematics instruction, ensures that the school-based team is implementing literacy in a research based standard-driven, effective manner, oversees assessment of literacy skills, ensures implementation of data based literacy and mathematics instruction and documentation, ensures adequate professional development to support literacy and mathematics instruction, assessment and evaluation, and communicates with parents regarding school-based literacy and mathematics activities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Provides information about core literacy and mathematics instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions and integrates Tier 1 materials/instruction with Tier2/3 activities, provides monthly professional development in the area of literacy and mathematics, organizes family literacy opportunities for families, communicates information regarding literacy assessments for individual grade levels.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Tammy Farrens | Principal |
| LaSabra Patterson | Education Support Employee |
| Cedric Valrie | Business/Community |
| Keith Rowland | Business/Community |
| Faith Hallock | Teacher |
| Kristi Cox | Teacher |
| Lori Bargeron | Teacher |
| Magda DeVictoria | Teacher |
| Luz Maria Gurrola | Parent |
| Maria Medina | Parent |
| Ashley Farrow | Parent |
| Doris Parker | Parent |
| Jimmy Copeland | Parent |
| Dilsia Lopez | Parent |
| Naomi Singer | Parent |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council has reviewed the school's data and current grade. With that information goals were written to address the school's weaknesses. SAC members are aware of the barriers the school is faced with and the strategies being implemented to overcome some of the barriers.

Development of this school improvement plan

The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Preparation of the school's annual budget and plan

The School Advisory Council was given the opportunity to review the school's budget and provide suggestions and feedback as to the proposed use of funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school did not receive any school improvement funds. If the school receives an allocation, the School Advisory Council funds will be used to purchase nonadopted materials, classroom supplies that will enhance Reading, Math, Writing and Science and pay for subs for professional development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|--------------------|---------------------|
| Farrens, Tammy | Principal |
| Patterson, LaSabra | Assistant Principal |
| Hallock, Rebecca | Other |
| Cox, Kristi | Other |
| Cantrell, Amanda | Instructional Coach |
| Bargeron, Lori | Other |

Duties

Describe how the LLT promotes literacy within the school

Provides a common vision for school wide literacy instruction, ensures that the school-based team is implementing literacy in a research based, effective manner, oversees assessment of literacy skills, ensures implementation of data based literacy instruction and documentation, ensures adequate professional development to support literacy instruction, assessment and evaluation, and communicates with parents regarding school-based literacy activities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided with common planning time on a daily basis. During this time, they may also engage in Professional Learning Communities and Professional Development. Teachers meet to prepare and discuss individual and group standards based lesson plans to ensure effectiveness and accountability of both plans and potential instruction.

Teachers meet every Monday and Friday for collaborative planning during their scheduled planning time.

Every Tuesday and Thursday, teachers meet with the school-based coaches for collaborative planning during their scheduled planning time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Recruiting & retaining high quality, highly qualified teachers: applicants are screened to ensure that they meet the HQ CQ criteria and placed on a list of approved candidates for hire.
- Implementation of Induction Program for beginning teachers including regular meetings of new teachers with mentor, grade level chair and administration.
- Soliciting referrals from current employees and selection of staff: the principal selects candidates to be interviewed; creates appropriate questions; and facilitates the interview & selection process.
- Provide regular opportunities for Professional development.
- Coaching Support: individual teacher mentoring from experienced, successful teachers; need based classroom modeling and team teaching provided; continuous instructional feedback provided; assistance by experienced teachers in lesson planning & maintaining a positive classroom learning environment; assistance in locating teaching resources, communicating with parents, establishing an organizational system for teacher paperwork, etc.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Bi-monthly support meetings in a professional learning community to discuss evidence-based strategies. The mentor will observe mentee using effective strategies and provide feedback, coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Combee Elementary School we will be implementing a Standards Based Instructional Program. All teachers will work to "Unpack" the standards and develop a bank of Higher Order Thinking activities to implement within our core instructional program. In addition, our teachers will incorporate foundational reading skills into all lessons, making literacy connections across the curriculum in all subject areas.

Teachers will follow the Learning Schedules and the use of CPALMS, as put in place by the district, to ensure grade level standards are being taught efficiently and effectively.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students who are promoted with remediation in grades K- 5 are placed in Tier 2 and given daily small group instruction based on the identified needs. The process includes school based leadership team meeting to review school-wide data such as FAIR-FS to identify grade level and/or subject trends. Student progress is monitored by pre/post tests for each module in math, each unit in reading and science. Teachers meet with the school based leadership team monthly to review the progress of students. They collaborate as a grade level to modify/plan for appropriate interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Power Hour, an extra hour of intensive literacy instruction, focused on teaching students at their instructional level will take place during the extended school day.

Strategy Rationale

63% of Combee's third, fourth, and fifth graders are not proficient in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Farrens, Tammy, tammy.farrens@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

After the completion of an Initial Reading Inventory, data revealed the areas of deficiency for all students.

Ongoing assessment data will be collected to continue analyzing student achievement and growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Kindergarten Round-up is held each Spring. Parents receive booklets about the Kindergarten program and registration materials are provided. There are two Pre-Kindergarten (VPK and ESE-PK) programs on campus that work with Combee Elementary teachers to introduce their students to Kindergarten readiness. The Exceptional Student Education Pre-Kindergarten works with the children with special needs; some of these students will move on to a regular kindergarten and others to a primary exceptional student education classroom setting. Pre-K teachers meet with Kindergarten teachers throughout the school year to gain an understanding of Kindergarten benchmarks and how those benchmarks are correlated with the current Pre-K program. An End of the year Pre-K meeting is held during which and expectations of Kindergarten and how to assist at home are shared. Every effort is made to communicate with preschools and day care facilities in the immediate area. Staff members provide parents with kindergarten readiness information and area preschool establishment contact numbers upon request. District age requirements determine the time of transition to Kindergarten. Students in the ESE Pre-K program are evaluated using various assessments to determine their program needs.

Beginning in third grade, students are departmentalized to allow for easier transition into the middle school environments. Students are encouraged to be more responsible for their materials and work as they transition from one class to another. Middle school representatives meet with incoming sixth graders, giving them an overview of the academies and course work available.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Combee Elementary will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic).

- G2.** Combee Elementary will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Combee Elementary will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic). 1a

G044889

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Effective Teachers (Performance Rating) | 50.0 |

Resources Available to Support the Goal 2

- Instructional Coaches
- Professional Learning Communities
- Leadership Team

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of socio-economic differences resulting in low teacher expectations
- Lack of system to support behavioral expectations

Plan to Monitor Progress Toward G1. 8

Book Study to increase understanding of socio-economic differences

Person Responsible

Tammy Farrens

Schedule

Monthly, from 10/6/2014 to 4/6/2015

Evidence of Completion

sign-in sheets and group discussion

G2. Combee Elementary will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners. 1a

G043669

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 58.0 |

Resources Available to Support the Goal 2

- Instructional Coaches
- Interventionists
- District Coaches
- State representatives
- Consultant: Dr. Richard Culyer
- New Principal
- Extra hour of reading taught at instructional level
- Ongoing assessments
- Common planning
- Professional Development Plan

Targeted Barriers to Achieving the Goal 3

- not seeing effective implementation of standard based lessons
- Low expectations of students

Plan to Monitor Progress Toward G2. 8

Journey evaluations, FAIR, ongoing assessments, state testing, observations

Person Responsible

Tammy Farrens

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Combee Elementary will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic). **1**

 G044889

G1.B1 Lack of understanding of socio-economic differences resulting in low teacher expectations **2**

 B110662

G1.B1.S1 Teachers will participate in the book study, Teaching with Poverty in Mind. **4**

 S122113

Strategy Rationale

Majority of teachers do not have a clear understanding of how backgrounds and home life can effect the learning process.

Action Step 1 **5**

Book Study: Teaching with Poverty in Mind

Person Responsible

Tammy Farrens

Schedule

Monthly, from 10/6/2014 to 4/6/2015

Evidence of Completion

Sign-in sheets and group discussion response logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Book Study: Teaching with Poverty in Mind

Person Responsible

Tammy Farrens

Schedule

Monthly, from 10/6/2014 to 4/6/2015

Evidence of Completion

Sign-in sheets and group discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Completion of chapters read and discussion

Person Responsible

Tammy Farrens


Schedule

Monthly, from 10/6/2014 to 4/6/2015

Evidence of Completion

sign-in sheets and group discussions

G1.B1.S2 Use of instructional coaches to model effective lessons with high expectations for student learning outcomes. 4

 S122114

Strategy Rationale

Observing highly effective lessons that produce quality artifacts will provide evidence that all students are capable if teachers plan accordingly.

Action Step 1 5

Coaches will model lessons with high expectations for student learning outcomes

Person Responsible

Amanda Cantrell

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Instructional coaches modeling effective lessons with high expectations

Person Responsible

Tammy Farrens

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lessons are taught with high expectations by teachers

Person Responsible

Tammy Farrens

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Classroom walk-throughs, Journey documentation

G1.B3 Lack of system to support behavioral expectations 2

 B122257

G1.B3.S1 Put systems in place to define and support expectations and consequences for behavior. 4

 S134204

Strategy Rationale

High number of discipline referrals

Action Step 1 5

Implement PBS schoolwide

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

Early Warning System data, schoolwide expectations, PBS committee meeting agenda and minutes

Action Step 2 5

Develop and implement schoolwide progressive discipline plan to include class expectations and consequences with support for behavior modification

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

class observations through chart hanging in classroom, parent communication, teacher logs, Early Warning System for decrease in office visits

Action Step 3 5

Mentoring program focused on supporting behavior

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

mentor logs, sign in sheet for mentor training, mentor schedule, Early Warning System documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implementation of school-wide behavior expectations (rewards and consequences)

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

Early Warning System Data, schoolwide expectations, committee agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Implementation of school wide expectations

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015


Evidence of Completion

Early Warning System Data, schoolwide expectations, committee agenda and minutes

G2. Combee Elementary will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners. 1

 G043669

G2.B1 not seeing effective implementation of standard based lessons 2

 B107707

G2.B1.S1 Create and implement a structure to support effective standards based planning and instruction. 4

 S119154

Strategy Rationale

In order for our teachers to effectively implement standards based lesson, professional development is needed with follow-up and feedback.

Action Step 1 5

Develop clear expectations to schedule for common planning

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

PLC schedule, PLC agenda, lesson plan template

Action Step 2 5

Provide support and tools for deconstructiong standards during weekly planning

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Planning tool for deconstructing the standards, lesson plan template, PLC agenda, coaching calendar

Action Step 3 5

Provide opportunities for collaborative conversations and coaching support

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

coaching calendar, anecdotal records

Action Step 4 5

develop and communicate instructional framework to guide expectations for instruction

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

instructional framework

Action Step 5 5

Implementation of a monitoring schedule focused on standards based instruction

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

classroom walk through data, journeys, notes

Action Step 6 5

Create PD calendar to meet the needs shown by monitoring data

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

PD calendar, sign in sheets, agenda, Journeys

Action Step 7 5

Create and implement a writing instructional framework to support standards based writing instruction.

Person Responsible

Tammy Farrens

Schedule

On 6/5/2015

Evidence of Completion

lesson planning tool for writing, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team meetings to plan professional development needs

Person Responsible

Tammy Farrens

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

PLC sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Lesson plan reviews, classroom walk-throughs, data chats, and scheduled observations and feedback discussions

Person Responsible

Tammy Farrens


Schedule

Weekly, from 9/9/2014 to 6/4/2015


Evidence of Completion

Journey documentation, calendar of walk-throughs/observations, lesson plan checks

G2.B2 Low expectations of students **2**

 B107708

G2.B2.S1 Use of instructional coaches to model effective lessons with high expectations for student learning outcomes. **4**

 S134137

Strategy Rationale

Teacher low expectations of students

Action Step 1 **5**

Instructional coaches will model effective lesson with high expectations

Person Responsible

Amanda Cantrell

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Instructional coaches will model effective lessons with high expectations and coach teachers to do the same

Person Responsible

Tammy Farrens

Schedule

Evidence of Completion

Coaching logs, classroom walk-throughs, Journey documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Effective lessons with high expectations will be taught by the teachers after completing a coaching cycle

Person Responsible

Tammy Farrens

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Classroom walk-throughs, Journey documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|------------------|-------------------------------|---|--------------------|
| G2.B1.S1.A1 | Develop clear expectations to schedule for common planning | Farrens, Tammy | 9/16/2014 | PLC schedule, PLC agenda, lesson plan template | 5/29/2015 biweekly |
| G1.B1.S1.A1 | Book Study: Teaching with Poverty in Mind | Farrens, Tammy | 10/6/2014 | Sign-in sheets and group discussion response logs | 4/6/2015 monthly |
| G1.B3.S1.A1 | Implement PBS schoolwide | Farrens, Tammy | 1/15/2015 | Early Warning System data, schoolwide expectations, PBS committee meeting agenda and minutes | 6/5/2015 one-time |
| G1.B1.S2.A1 | Coaches will model lessons with high expectations for student learning outcomes | Cantrell, Amanda | 9/1/2014 | Coaching logs | 6/1/2015 weekly |
| G2.B2.S1.A1 | Instructional coaches will model effective lesson with high expectations | Cantrell, Amanda | 9/1/2014 | Coaching logs | 6/1/2015 weekly |
| G2.B1.S1.A2 | Provide support and tools for deconstructing standards during weekly planning | Farrens, Tammy | 9/15/2014 | Planning tool for deconstructing the standards, lesson plan template, PLC agenda, coaching calendar | 6/4/2015 biweekly |
| G1.B3.S1.A2 | Develop and implement schoolwide progressive discipline plan to include class expectations and consequences with support for behavior modification | Farrens, Tammy | 10/20/2014 | class observations through chart hanging in classroom, parent communication, teacher logs, Early Warning System for decrease in office visits | 6/5/2015 one-time |
| G1.B3.S1.A3 | Mentoring program focused on supporting behavior | Farrens, Tammy | 1/15/2015 | mentor logs, sign in sheet for mentor training, mentor schedule, Early Warning System documentation | 6/5/2015 one-time |
| G2.B1.S1.A3 | Provide opportunities for collaborative conversations and coaching support | Farrens, Tammy | 9/15/2014 | coaching calendar, anecdotal records | 6/5/2015 one-time |
| G2.B1.S1.A4 | develop and communicate instructional framework to guide expectations for instruction | Farrens, Tammy | 9/19/2014 | instructional framework | 6/5/2015 one-time |
| G2.B1.S1.A5 | Implementation of a monitoring schedule focused on standards based instruction | Farrens, Tammy | 10/7/2014 | classroom walk through data, journeys, notes | 6/5/2015 one-time |
| G2.B1.S1.A6 | Create PD calendar to meet the needs shown by monitoring data | Farrens, Tammy | 10/14/2014 | PD calendar, sign in sheets, agenda, Journeys | 6/5/2015 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|---|--------------------|
| G2.B1.S1.A7 | Create and implement a writing instructional framework to support standards based writing instruction. | Farrens, Tammy | 12/2/2014 | lesson planning tool for writing, classroom walkthroughs | 6/5/2015 one-time |
| G1.MA1 | Book Study to increase understanding of socio-economic differences | Farrens, Tammy | 10/6/2014 | sign-in sheets and group discussion | 4/6/2015 monthly |
| G1.B1.S1.MA1 | Completion of chapters read and discussion | Farrens, Tammy | 10/6/2014 | sign-in sheets and group discussions | 4/6/2015 monthly |
| G1.B1.S1.MA1 | Book Study: Teaching with Poverty in Mind | Farrens, Tammy | 10/6/2014 | Sign-in sheets and group discussions | 4/6/2015 monthly |
| G1.B3.S1.MA1 | Implementation of school wide expectations | Farrens, Tammy | 1/15/2015 | Early Warning System Data, schoolwide expectations, committee agenda and minutes | 6/5/2015 one-time |
| G1.B3.S1.MA1 | Implementation of school-wide behavior expectations (rewards and consequences) | Farrens, Tammy | 1/15/2015 | Early Warning System Data, schoolwide expectations, committee agenda and minutes | 6/5/2015 one-time |
| G1.B1.S2.MA1 | Lessons are taught with high expectations by teachers | Farrens, Tammy | 9/1/2014 | Classroom walk-throughs, Journey documentation | 6/1/2015 weekly |
| G1.B1.S2.MA1 | Instructional coaches modeling effective lessons with high expectations | Farrens, Tammy | 9/1/2014 | Coaching logs | 6/1/2015 weekly |
| G2.MA1 | Journey evaluations, FAIR, ongoing assessments, state testing, observations | Farrens, Tammy | 9/9/2014 | Data | 6/4/2015 monthly |
| G2.B1.S1.MA1 | Lesson plan reviews, classroom walk-throughs, data chats, and scheduled observations and feedback discussions | Farrens, Tammy | 9/9/2014 | Journey documentation, calendar of walk-throughs/observations, lesson plan checks | 6/4/2015 weekly |
| G2.B1.S1.MA1 | Leadership team meetings to plan professional development needs | Farrens, Tammy | 9/9/2014 | PLC sign-in sheets and agendas | 6/4/2015 monthly |
| G2.B2.S1.MA1 | Effective lessons with high expectations will be taught by the teachers after completing a coaching cycle | Farrens, Tammy | 9/1/2014 | Classroom walk-throughs, Journey documentation | 6/1/2015 weekly |
| G2.B2.S1.MA1 | Instructional coaches will model effective lessons with high expectations and coach teachers to do the same | Farrens, Tammy | 9/1/2014 | Coaching logs, classroom walk-throughs, Journey documentation | weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Combee Elementary will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic).

G1.B1 Lack of understanding of socio-economic differences resulting in low teacher expectations

G1.B1.S1 Teachers will participate in the book study, Teaching with Poverty in Mind.

PD Opportunity 1

Book Study: Teaching with Poverty in Mind

Facilitator

Tammy Farrens, Principal

Participants

All Staff

Schedule

Monthly, from 10/6/2014 to 4/6/2015

G2. Combee Elementary will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners.

G2.B1 not seeing effective implementation of standard based lessons

G2.B1.S1 Create and implement a structure to support effective standards based planning and instruction.

PD Opportunity 1

Develop clear expectations to schedule for common planning

Facilitator

Tammy Farrens/Dr. Richard Culyer

Participants

Teachers and support staff

Schedule

Biweekly, from 9/16/2014 to 5/29/2015

PD Opportunity 2

Provide support and tools for deconstructiong standards during weekly planning

Facilitator

Amanda Cantrell. Anne Radomski

Participants

teachers, support staff

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.